DIGITAL ARTS AND DESIGN II

COURSE DESCRIPTION

Digital Arts and Design II is a course that builds on the foundational core elements of visual communication concepts and design strategies, learned in (Digital Arts and Design I) Course content is designed to reinforce skills and support understanding that are essential in modern digital graphics, motion graphics, publishing, Web, film/video, photography, and animation graphic industries. Focus will be on developing <u>understanding</u> of key design concepts and strategies, along with design challenges that translate into creative communication solutions which accurately and effectively communicate. Along with <u>continued</u> study of design principles, conceptualization processes and techniques, students will gain mastery of various applications of design through continued study of typography, style, composition, visual elements, color, creative technical software and more focused problem-solving tasks, that <u>encourages higher order thinking.</u> Exploration of career opportunities, development of leadership, teamwork, collaborative and technical skills requisite in many aspects of life and industry which are creative and multi-faceted will be developed. Course content is also related to other pathways.

It is strongly recommended that administration and guidance follow the scope and sequence and course recommendations as listed.

Recommended: Digital Arts and Design I

Recommended Credits: 1 credit

Recommended Grade Levels: 11th & 12th

Number of Competencies in Course: 61

DIGITAL ARTS AND DESIGN I

STANDARDS

1. Students will perform safety examinations and maintain safety records.

2. Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.

3. Students will integrate reading, writing, math, and science skills and understand the impact of academic achievement in the workplace.

4. Students will develop understanding and application of knowledge, skills, and critical thinking associated with an array of creative processes and design principles.

5. Students will demonstrate understanding of the use of visual elements and effects that add to overall design and layout by enhancing the audience's experience though readability, navigation, and imagery.

6. Students will analyze and apply typography to the design.

7. Students will demonstrate image acquisition skills for incorporation into comprehensive designs.

8. Students will demonstrate skills related to output and deployment of design projects.

9. Students will evaluate career opportunities and career paths within the digital design and imaging industry.

10. Students will develop e-Skills that are flexible and evolve with the increasing demands of technology developments and business needs, helping students become life-long learners.

11. Students will communicate effectively, demonstrating professional oral and written communication skills when presenting projects for critical review.

12. Students will analyze and demonstrate in-depth understanding of software.

13. Students will develop a portfolio reflecting a range of media and communication projects.

DIGITAL ARTS AND DESIGN II

STANDARD 1.0

Students will perform safety examinations and maintain safety records.

LEARNING EXPECTATIONS

The student will:
1.1   Research safe work habits and procedures related to the application of visual art, design, printing, and photography.
1.2   Select and safely apply appropriate technologies in visual art, design, printing, and photography.
1.3   Identify health-related problems, which may result from exposure to work related chemicals and hazardous materials.
1.4   Pass with 100% accuracy a written examination relating to safety issues.
1.5   Pass with 100% accuracy a performance examination relating to safety.
1.6   Maintain a portfolio record of written safety examinations and equipment examinations for which the student has passed an operational checkout by the instructor.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:
1.1   Demonstrates safe work habits and procedures used in visual art, design, printing, and photography.
1.2   Comprehends the issues related to and environmental issues involved with technologies in visual art, design, printing, and photography.
1.4   Complies with Occupational Safety and Health Administration (OSHA) safety regulations and practices, and governmental environmental regulations and practices.
1.6   Presents a portfolio with the requisite portfolio records.

SAMPLE PERFORMANCE TASKS

- Demonstrate personal safety (dress, eye and hearing devices, and jewelry) in completion of a visual art, design, printing, and photography project.
- Demonstrate the handling and disposing of chemicals.
- Complete a safety inspection evaluating possible fire and water hazards.
- Develop a presentation on right to know laws and any other laws required for safety.
- Practice safe mixing and disposal procedures for chemicals used in photography, printing, and other related processes.
- Practice ergonomic processes when using the computer, photographic equipment and other visual art tools and equipment.
- Prepare Occupational Safety and Health notebook for the Tennessee SkillsUSA Championships.

INTEGRATION LINKAGES

Language Arts, Math, Science, Social Studies, Art Appreciation, History, Cultures, Computer Science, Industry Standards, Copyright Laws, Secretary's Commission on Achieving Necessary Skills, (SCANS), Occupational Safety and Health Administration (OSHA)

DIGITAL ARTS AND DESIGN II

STANDARD 2.0

Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.

LEARNING EXPECTATIONS

The student will:
2.1 Incorporate positive leadership skills in school, community, and work-related activities.
2.2 Participate in SkillsUSA as an integral part of the classroom instruction.
2.3 Assess situations in the visual art, design, printing, and photography industry and develop a presentation offering solutions or improvements.
2.4 Serve in leadership positions in the school and community.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:
2.1 Demonstrates character and leadership skills using creative and critical thinking skills.
2.2 Plans, conducts, and participates in meetings according to the acceptable rules of parliamentary procedure.
2.3A Analyzes a situation to resolve it, and uses the Professional Development Program, SkillsUSA.
2.3B Participates as a team member.
2.4 Participates in a community service project.

SAMPLE PERFORMANCE TASKS

- Participate in various SkillsUSA programs and competitive events.
- Develop an annual program of work.
- Conduct a meeting.
- Complete level 3 of the Professional Development Program, SkillsUSA.

INTEGRATION LINKAGES

Language Arts, Math, Science, Social Studies, Art Appreciation, History, Cultures, Computer Science, Industry Standards, Copyright Laws, Secretary's Commission on Achieving Necessary Skills, (SCANS), Occupational Safety and Health Administration (OSHA)

DIGITAL ARTS AND DESIGN II

STANDARD 3.0

Students will integrate reading, writing, math, and science skills and understand the impact of academic achievement in the workplace.

LEARNING EXPECTATIONS

The student will:

3.1 Understanding clear thesis development and support it by using analogies, quotations, and facts.

3.2 Write a multi-paragraph essay with consistent use of standard grammatical forms.

3.3 Make oneself understood when speaking using consistent standard English grammatical forms.

3.4A Summarize literary pieces in greater detail by including the characters, setting, and plot and analyzing them in greater detail.

3.4B Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately. Identify strategies used by the media to present information for various purposes (e.g., to inform, entertain, or persuade).

3.5 Demonstrate listening skills and oral comprehension.

3.6 Construct tables and analyze data and spreadsheets which aid in project preparation.

3.7 Develop critical thinking skills in math and science that transfer into areas of software coding and script in use of animation software.

3.8 Produce projects and forms of media that integrate math and science in project development software.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

3.1 Develop a clear thesis and support it by using analogies, quotations, and facts appropriately.

3.2 Essays show consistent use of standard grammatical forms.

3.3 Student is under-stood when speaking uses consistent standard English grammatical forms.

3.4 Demonstrates summarization skills of literary pieces.

3.5 Exhibits listening skills and oral comprehension during critiques and presentations.

3.6 Use of tables and understands data that support project preparation.

3.7 Demonstrates critical thinking skills in math and science that transfer into software coding and of script used in design software.

3.8 Produces projects and media products that have integrated math and science aspects in the production of the projects.

SAMPLE PERFORMANCE TASKS

- Develops a clear thesis in support of scripts and messaging.
- Provides oral presentations of work to piers and exhibits listening skills during critiques and is able to discuss work reflecting critical thinking skills
- Media created by student reflect the integrated math and science skills in the production of projects.

INTEGRATION LINKAGES
Language Arts, Math, Science, Social Studies, Art Appreciation, History, Cultures, Computer Science, Industry Standards, Copyright Laws, Secretary's Commission on Achieving Necessary Skills, (SCANS), Occupational Safety and Health Administration (OSHA)

DIGITAL ARTS AND DESIGN II

STANDARD 4

Students will develop understanding and application of knowledge, skills, and critical thinking associated with an array of creative processes and design principles.

LEARNING EXPECTATIONS

The student will:

4.1 Expand on design skills learned by creating comprehensive design projects using art, graphics, interactive media and print and motion graphics through the use of industry-standard software.

4.2 Demonstrate understanding of how traditional art forms come together with current digital technology and imagery to create newer artistic genres like motion graphics and multimedia.

4.3 Evaluate design and art theory in relationship to new media appropriate for design and layout composition.

4.4 Evaluate design principles and strategies needed to compose for a variety of audiences and needs.

4.5 Develop a design concept and communicate the idea in a form that others can appreciate.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

4.1 Demonstrates appropriate use of imagery and critical thinking in comprehensive design projects using art, graphics, interactive media, print and motion graphics.

4.2 Demonstrates understanding of newer artistic genres like motion graphics and multimedia.

4.3 Analyzes product designs or packaging that are compatible with desktop publishing.

4.4 Demonstrates understanding of the complex relationships that individuals and communities have with the larger social, cultural, political, and natural environments in which we live.

4.5 Creates design concepts leveraging graphic communication processes.

SAMPLE PERFORMANCE TASKS

- Development of a range of projects.
- Develop appropriate uses of newer artistic genres like motion graphics and multimedia.
- Evaluate a design for unity, contrast, flow, page proportions, and balance.

INTEGRATION LINKAGES

Art, Math, Math for Technology, Chemistry, Science, Health, Manipulative Skills, Communication Skills, Teamwork Skills, Language Arts, Research and Writing Skills, Decision-

Making Skills, Critical-Thinking Skills, Secretary's Commission on Achieving Necessary Skills, (SCANS), Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), Tennessee Occupational Safety and Health Administration (TOSHA), PrintED, SkillsUSA

DIGITAL ARTS AND DESIGN II

STANDARD 5

Students will demonstrate understanding of the use of visual elements and effects that add to overall design and layout by enhancing the audience's experience though readability, navigation, and imagery.

LEARNING EXPECTATIONS

The student will:
5.1 Demonstrate the ability to use research-based knowledge of issues and trends to enhance project design to communicate effectively.
5.2 Design with visual elements to communicate where you are and cues you to what you can do, and facilitates the doing, i.e., the response that is desired.
5.3 Visual elements that demonstrate and communicate aspects brand attributes.
5.4 Use of visuals that do not interfere with the purpose and communication strategy of project.
5.5 Apply a stylistic vocabulary to design projects and products.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student
5.1 Designs to meet a variety of audiences and needs.
5.2 Uses visual elements to communicate.
5.3 Demonstrates understanding that brand attributes are clear and can communicate.
5.4 Uses visuals that do not interfere with the purpose of communication.
5.5 Applies clear use of stylistic vocabulary in design work.

SAMPLE PERFORMANCE TASKS

- Design projects for multipurpose needs in advertising.
- Develop a project on a brand and trace the development of the brand awareness.
- Create a vocabulary of words used in design and advertising work.

INTEGRATION LINKAGES

Art, Math, Math for Technology, Chemistry, Science, Health, Manipulative Skills, Communication Skills, Teamwork Skills, Language Arts, Research and Writing Skills, Decision-Making Skills, Critical-Thinking Skills, Secretary's Commission on Achieving Necessary Skills, (SCANS), Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), Tennessee Occupational Safety and Health Administration (TOSHA), PrintED, SkillsUSA

DIGITAL ARTS AND DESIGN II

STANDARD 6

Students will analyze and apply typography to the design.

LEARNING EXPECTATIONS

The student will:
6.1   Demonstrate knowledge of typeface classifications, their components, and applications.
6.2   Analyze relationship of size, spacing, and formatting to the appearance of the printed piece.
6.3   Evaluate design variations that exist within type families.
6.4   Analyze type selection for a visual image as related to design principles.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:
6.1   Distinguishes typeface classifications and their identifying characteristics.
6.2A Distinguishes between display and body type.
6.2B Demonstrates the ability to measure type.
6.2C Uses various type spacing and arrangements in designs.
6.3   Illustrates type-style variations in designs.
6.4   Applies appropriate typefaces to a design.

SAMPLE PERFORMANCE TASKS

- Researches trends in type design and ways they are being used.
- Acquire examples of type classifications, styles, formats, and spacing from magazines or other sources.
- Design a logo utilizing type faces that were researched.

INTEGRATION LINKAGES

Art, Math, Math for Technology, Chemistry, Science, Health, Manipulative Skills, Communication Skills, Teamwork Skills, Language Arts, Research and Writing Skills, Decision-Making Skills, Critical-Thinking Skills, Secretary's Commission on Achieving Necessary Skills, (SCANS), Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), Tennessee Occupational Safety and Health Administration (TOSHA), PrintED, SkillsUSA

DIGITAL ARTS AND DESIGN II

STANDARD 7

Students will demonstrate image acquisition skills for incorporation into comprehensive designs.

LEARNING EXPECTATIONS

The student will:
7.1 Employ the use of digital device/camera to produce images.
7.2 Demonstrate analog-to-digital conversion using a scanner.
7.3 Demonstrate image editing using industry software.
7.4 Demonstrate use of digital file formats, i.e., .eps, .tiff, .psd, for use in a range of design applications and projects.
7.5 Develop knowledge of measurement units used in digital arts and design.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:
7.1A Prepares and sets up a digital device/camera for acquiring image.
7.1B Captures image according to quality digital standards.
7.2 Crops, adjusts, and mounts images on a scanner.
7.2C Evaluates images, makes adjustments, and saves files.
7.3A Sets appropriate size and resolution of digital images.
7.3B Performs digital color correction and retouching.
7.3D Manipulates images to meet specifications.
7.4 Design has correct file formats (i.e., TIFF, PSD, JPEG, GIF, PNG) for intended deployment such as web, print, motion graphics.
7.5 Demonstrates understanding of measurement units used in digital arts and design.

SAMPLE PERFORMANCE TASKS

- Take a digital photograph of still-life or product for use in designs.
- Retouch and adjust digital image using image-editing software.
- Saves asset images in multiple formats, resolutions and dimensions for use in multi-media applications.

INTEGRATION LINKAGES

Art, Math, Math for Technology, Chemistry, Science, Health, Manipulative Skills, Communication Skills, Teamwork Skills, Language Arts, Research and Writing Skills, Decision-Making Skills, Critical-Thinking Skills, Secretary's Commission on Achieving Necessary Skills, (SCANS), Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), Tennessee Occupational Safety and Health Administration (TOSHA), PrintED, SkillsUSA

DIGITAL ARTS AND DESIGN II

STANDARD 8

Students will demonstrate skills related to output and deployment of design projects.

LEARNING EXPECTATIONS

The student will:
8.1   Demonstrate how to send files to other software.
8.2   Create a proof.
8.3   Operate output devices.
8.4   Chose appropriate file formats for interactive and Web applications, e-Books, or motion graphics.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:
8.1   Determines where and how to send files.
8.2   Creates both digital and analog proofs.
8.3   Operates output devices according to manufacturer procedures.
8.4   Demonstrates use of appropriate file formats for interactive and Web applications, e-Books, or motion graphic platforms.

SAMPLE PERFORMANCE TASKS

- Student can send files to other software for use.
- Output files to a printing device or media player.
- Deploy digital files to Web, e-Books, or motion graphics.

INTEGRATION LINKAGES

Art, Math, Math for Technology, Chemistry, Science, Health, Manipulative Skills, Communication Skills, Teamwork Skills, Language Arts, Research and Writing Skills, Decision-Making Skills, Critical-Thinking Skills, Secretary's Commission on Achieving Necessary Skills, (SCANS), Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), Tennessee Occupational Safety and Health Administration (TOSHA), PrintED, SkillsUSA

DIGITAL ARTS AND DESIGN II

STANDARD 9.0

Students will gain understandings in the wide range of career opportunities and paths within the arts and design communications industry.

LEARNING EXPECTATIONS

The student will:
9.1 Develop a profile of career opportunities.
9.2 Develop a personal education-career roadmap.
9.3 Project future career opportunities within the visual communications industry, including freelance opportunities.

PERFORMANCE STANDANDS: EVIDENCE STANDARD IS MET

The student:
9.1 Researches the visual communications industry for various career paths and job titles.
9.2A Plans personal education paths based on aptitude, available courses, post-secondary education, and current career paths.
9.2B Profiles personal characteristics which are beneficial to the success of a professional in the visual communications industry.
9.3 Researches and develops a projection of visual communications industry trends related to career opportunities.

SAMPLE PERFORMANCE TASKS

- Develop a list of career opportunities, including education requirements, responsibilities, and salary ranges.
- Develop a personal career plan.
- Research and present information on focus and trends in the information technology industry.
- Research and present information on focus and trends in the visual communications industry.
- Incorporate professional terminology into conversations.
- Participate in SkillsUSA programs and events.

INTEGRATION LINKAGES

Computer Skills, Internet Navigation Skills, Protocols, Language Arts, Foreign Language, Science, Math, Math for Technology, Social Studies and Government, History, Government, Law, Electricity, Electronics, Criminal Justice, Computer Skills, Research and Writing Skills, Communication Skills, Teamwork Skills, Leadership Skills, Secretary's Commission on Achieving Necessary Skills, (SCANS), SkillsUSA, CompTia, World Wide Web Consortium (W3C), Writers Guild (HWG), A+ Certification

DIGITAL ARTS AND DESIGN II

STANDARD 10

Students will develop e-Skills that are flexible and evolve with the increasing demands of technology developments and business needs, helping students become life-long learners.

LEARNING EXPECTATIONS

The student will:
10.1 Take advantage of technology-based tools.
10.2A Locate, select, and manage reference materials and information.
10.2B Cross-reference information for accuracy.
10.3 Employ technology to explore ideas, solve problems, and derive meaning.
10.4 Use technology to express ideas and exchange information.
10.5 Demonstrate understanding of technology's impact on individuals and society.
10.6 Leverage technology for critical thinking and decision making.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:
10.1 Creates comprehensive design projects with technology-based tools.
10.2A Adds content to projects with correct and accurate information.
10.2B Verifies accuracy of content projects.
10.3 Produces designs that solve problems and communicate meaning.
10.4 Expresses complex ideas with design and exchange information.
10.5 Demonstrates an understanding of how to utilize design and information for a positive impact on individuals and society.
10.6 Exhibit successful projects that reflect critical thinking and decision making.

SAMPLE PERFORMANCE TASKS

- Demonstrate critical thinking and decision making in design research for target market.
- Documents solution design projects and correctly use reference materials.
- Sequences information in project content.
- Demonstrates the results of compare and contrast information.
- Cross-referenced information is correct and has identified main and subordinate ideas.

INTEGRATION LINKAGES

Language Arts, Math, Science, Social Studies, Art Appreciation, History, Cultures, Computer Science, Industry Standards, Copyright Laws, Secretary's Commission on Achieving Necessary Skills, (SCANS), Occupational Safety and Health Administration (OSHA).

DIGITAL ARTS AND DESIGN II

STANDARD 11

Students will communicate effectively, demonstrating professional oral and written communication skills when presenting projects for critical review.

LEARNING EXPECTATIONS

The student will:
11.1 Demonstrate effective verbal communication.
11.2 Demonstrate effective written communication in various business formats.
11.3 Demonstrate listening skills and oral comprehension.
11.4 Demonstrate comprehension of written communication.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:
11.1A Evaluates the importance of clear and effective communication.
11.1B Predicts consequences of poor communication.
11.1C Analyzes characteristics of effective oral communication.
11.1D Demonstrates effective oral communication skills in class and during team activities.
11.2A Analyzes characteristics of effective written communication.
11.2B Creates effective business letters, memos, and e-mail.
11.2C Selects appropriate communication styles for given audiences.
11.3A Analyzes characteristics of good listening.
11.3B Demonstrates good listening skills in class and during team activities.
11.4A Interprets and uses written information in common job formats, such as tables, lists, charts, graphs, and diagrams.
11.4B Chooses a reading strategy appropriate to the purpose.

SAMPLE PERFORMANCE TASKS

- Student creates presentations, both written and oral, for their projects.
- Student discusses and explains design project.
- Students describe potential problems from poor communication.
- Students are given a business scenario requiring written communication.

INTEGRATION LINKAGES

Art, Math, Math for Technology, Chemistry, Science, Health, Manipulative Skills, Communication Skills, Teamwork Skills, Language Arts, Research and Writing Skills, Decision-Making Skills, Critical-Thinking Skills, Secretary's Commission on Achieving Necessary Skills, (SCANS), Occupational Safety and Health Administration (OSHA), Environmental Protection

Agency (EPA), Tennessee Occupational Safety and Health Administration (TOSHA), PrintED, Professional Development Program, SkillsUSA

DIGITAL ARTS AND DESIGN II

STANDARD 12

Students will analyze and demonstrate in-depth understanding of software.

LEARNING EXPECTATIONS

The student will:
12.1 Design projects using industry software.
12.2 Prepare files for deployment.
12.3 Troubleshoot software file problems.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:
12.1A Uses appropriate industry software for design, i.e., image, illustration, Web, motion graphics.
12.1B Imports or enters appropriate elements into design layout and/or graphics software.
12.1C Formats and places content in design.
12.1D Scales and places photographs, illustrations, and other graphic images.
12.1E Prepares proofs for client approval.
12.2A Reviews file and edits colors according to production requirements.
12.2B Provides all final electronic files and required components for deployment.
12.3 Identifies and resolves problems having to do with text, graphics, and images.
12.3A Demonstrates understanding of both vector and raster file types, their applications and output capabilities for multimedia.

SAMPLE PERFORMANCE TASKS

- Uses the appropriate industry software to create projects.
- Proofread and make corrections on a newsletter.
- Tests work on multiple platforms for deployment.

INTEGRATION LINKAGES

Art, Math, Math for Technology, Chemistry, Science, Health, Manipulative Skills, Communication Skills, Teamwork Skills, Language Arts, Research and Writing Skills, Decision-Making Skills, Critical-Thinking Skills, Secretary's Commission on Achieving Necessary Skills, (SCANS), Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), Tennessee Occupational Safety and Health Administration (TOSHA), PrintED, SkillsUSA

DIGITAL ARTS AND DESIGN II

STANDARD 13

Students will develop a portfolio reflecting a range of media and communication projects.

LEARNING EXPECTATIONS

The student will:
13.1 Explore the various types of presentation in development of a portfolio.
13.2 Determine target audience.
13.3 Demonstrate ability to critique work to include in portfolio.
13.4 Demonstrate ability to make an oral presentation.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:
13.1 Researches both electronic and print portfolio formats and styles.
13.2 Describes purpose of a portfolio and who will review it.
13.3 Creates and uses a rubric for evaluating material to be included in a portfolio.
13.4 Makes an oral presentation appropriate for audience.

SAMPLE PERFORMANCE TASKS

- Students should create a list of potential items to be included in a portfolio.
- Students should collect items for their portfolio and label each artifact and describe why it was selected to be included in the portfolio.
- Students should be able to critically assess 15 of their best works for inclusion in prospective interview portfolios that reflect the target company's values.
- Students should use their portfolio in a mock interview to provide evidence of their skills and abilities.

INTEGRATION LINKAGES

Art, Math, Math for Technology, Chemistry, Science, Health, Manipulative Skills, Communication Skills, Teamwork Skills, Language Arts, Research and Writing Skills, Decision-Making Skills, Critical-Thinking Skills, Secretary's Commission on Achieving Necessary Skills, (SCANS), Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), Tennessee Occupational Safety and Health Administration (TOSHA), PrintED, Professional Development Program, SkillsUSA